Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

into the grave a victim to the noblest and tenderest feelings perverted.

Daughter. What a dreadful picture you draw! Yet he often repented.

Father. He did often and often repent, and for the time felt the most poignant regret; but let his example be a warning to us to govern our slightest evil passions. If we have superior abilities they were given to us for other purposes than to excite admiration: they need not be hidden under a veil, nor drawn forth into the glare of sun-shine; they may be calmly dedicated to some useful purpose in life.

Daughter. But every one is not calm, and would it not be a great pity to level the nobly aspiring mind into an insipid, calm character? Are there not many good uses for animation?

Father. There are indeed, yet the occasions very seldom occur when hurry and bustle are as useful as calmness; therefore he who has strong passions should use the understanding afforded him to keep them all in their places, and doing their own offices; thus none of them will have liberty to run ahead. I believe our Creator has not formed any of us without all our rigging being complete enough to answer his purposes; nor is it his purpose that any of us should run to destruction, nor can we expect to arrive at the desired haven, without having many things to war with. Burns had sense enough to blame himself—he felt remorse, which he would not have felt, but that he knew he had the power to do right, yet suffered his passions to bear down all before them. Henry, when you were in Scotland, did you hear of his family?

Henry. You may be sure I made inquiry immediately, because every thing belonging to that truly inspired bard excites interest. I learned that his wife now lives in Dumfries, next door to a very kind neighbour who acts as a father to her children. Robert was for some years at Oxford College, where he showed some poetic genius. He lately went to the West Indies. Francis Wallace Burns, was at Edinburgh College, but died of an influenza in 1803, to the great grief of his mother and friends, as he was a noble youth. Willie Nichol was then with his mother, and James Glencairn at the Blue-coat school in London. I heard that their mother found it difficult to maintain them, but with her own economy and the help of her friends, she did maintain them with credit. The following lines were found pinned on Burns' grave: the author is unknown.

"Here rests the bard whom fancy once *inspir'd*,
Whom nature's charms with sweetest raptures fir'd;
Whose artless strain, impassion'd, tender, strong,
Still shows the pow'r of soul-subduing song;
Whose wit and genius, sense and taste revere,
While pity drops upon his faults a tear:
Yet here no frail memorial marks the spot
Where Burns now lies, neglected and forgot:
No *sculptur'd marble now records his* name,
Whose verse to others gave immortal fame;
That verse, whose beauty, where-soe'er *he lie*,
Forbids his memory or his praise to die."

Some of the admirers of Burns afterwards erected a tomb-stone over his grave, and the following inscription was proposed for it:

"If sweetest thoughts in simple language drest,
If vivid wit has pow'r to move thy breast;
If nature painted with a master's hand,
And poet's skill, thy passions can command,
Here, Reader, pause—and Fancy's child admire,
For here he rests, who well could strike the lyre.
If *pity touch thee, shed one friendly tear;*
If blameless, censure him, for BURNS lies here."

The mother, and two sisters of Burns, were still living, and his brother Gilbert maintains the same excellent character which he always did. This much I have from good authority.

FLORA

To the Editor of the Belfast Magazine.

SIR,

I AM happy to see that a portion of your useful miscellany is dedicated to the improvement of the rising generation, in the publication of plans for extending the benefits of education; and, I conceive, that many of your readers would be gratified, if per-

sons who are engaged in the business of instruction would communicate to the public such methods as they have used most successfully. Lancaster's publications have been received with that attention which they merited, and many useful hints have been taken from them; in the same manner, the peculiar system of each individual might suggest improvements to other persons.

I hope it will not be considered presumptuous in me to take the lead, and, with your permission, to submit to the public some of the methods which I have practised, with great satisfaction, and considerable success, for several years. They are the result of long experience, and a variety of trials; yet I am far from pretending to say that they are perfect, or that other teachers may not, perhaps, have adopted better ones. My object is to submit my own system to public animadversion, so that both I, and those who peruse the remarks upon it, may be improved, while the example may be followed by those who have things of more importance to communicate. The subjects upon which I propose to offer my ideas are, English Composition, Letter-Writing, Orthography and Premiums. For improvements in the method of conducting the two latter, I am almost entirely indebted to Lancaster.

The afternoon of every Saturday is dedicated to composition. Immediately before the school breaks up, the several subjects are proposed; and on the following Monday morning each lad gives in his piece. This is then examined, and corrected under his own inspection; and he copies it, thus corrected, into a fair book, which is kept in the school-room for this purpose. By this means, and the most vigilant attention to see that there be no unfair assistance given, a neat and correct miscellany is made out by every scholar, of his own composition. Every means is used to stimulate the laudable pride which they take in reviewing their own productions, and exhibiting them to others.

The greatest difficulty which teachers commonly find, is to make young persons *begin* to compose; natural diffidence combining with want of ideas and of judgment, to prevent the first attempt. In this respect, however, I am gratified in finding no difficulty. On the contrary, my pupils are eager to be permitted to join in these exercises, and to experience the importance of being authors. To excite this desire, and to bring them gradually forward, the whole school is divided into three classes. The lowest class, which comprehends the very youngest that can write a legible round hand, are told some short, entertaining narrative; and I have generally found it best to give them, at first, stories that conclude with something humourous or whimsical; the idea of labour being lost in the pleasantness of the tale. This, they must write in the fairest hand that they can, and with strict attention to capitals, punctuation and orthography. Still, it may be supposed, that a number of errors will occur; but, as no reprehension attends these errors, and the exercise is very fascinating, it is surprising how soon the little stories are fit to be transcribed into the fair books, with very little emendation.

The second class consists of lads who are more advanced. To them a longer narrative, or a descriptive piece is related in the same manner as to the youngest class; and the same attention is required in every part. The books from which the narratives and descriptions are read, are "The Historical Magazine, Goldsmith's Animated Nature, The Spectator," and others, that afford a variety of subjects, expressed in plain and elegant language.

The most advanced scholars form the third class: these begin with themes, which they are taught to manage nearly according to the rules contained in "Walker's Teacher's Assistant in English Composition." Occasionally they are permitted to relax in the composition of a narrative, or descriptive piece, which they consider as mere pastime. Having composed several themes, they proceed to essays; which they are taught in the same manner how to manage. At first, the whole substance of the essay is read to them, afterwards, only the several heads of it, and at last the subject alone is proposed.

By this means the mind is led gradually on, feels and knows its own strength, acquires correctness of taste

by the imitation of the best models; and finally, produces such original ideas, decked in such correct language as would be no discredit to persons more advanced in years.

Should you, Sir, think this communication worthy a place in your Magazine, and should it stimulate other teachers to communicate their systems to the public, I shall state my plan of Letter-writing, Orthography and Premiums. I am, Sir, yours, &c.

WM. NEILSON.

Dundalk, July 5, 1809.

To the Editor of the Belfast Magazine.

SIR,

IT is with much diffidence I offer any observations on the culture of Flax, or the preservation of the seed, being satisfied many experienced farmers have practised similar or better plans to accomplish both objects. I can only wish, from a statement of facts, to combat, in hopes of controverting the general impression, that home-saved seed degenerates in quantity and quality. I saved it for nine successive years, until the heavy rains, in July 1807, laid down the Flax, and prevented the seed from attaining perfection, but the produce has made, and is now making sixteen hank-yarn. Convinced of the propriety and profit on saving seed, I purchased from a neighbouring farmer five bushels, which had been saved from Dutch seed, the preceding year; this was sown the 2d of April, 1808, on 4*a.* 1*r.* Cunningham measure, one half of this land had been under oats, and ploughed early in November, the remainder had a crop of potatoes in the drill system, but from the rain that fell in October could not be earthed up. I was obliged to lay out the ridges with a line, and form the furrows with the spade. The crop was much injured by the severity of the season; as soon as weather permitted I had recourse to rolling, which I have found, after frost or scorching winds, a most useful operation; I kept the ground clear of weeds, and pulled the Flax when the bolls appeared firm; this, as well as many other things, must depend much on the appearance of the weather, and more on the judgment of the farmer; the great point is to preserve the seed without injuring the staple of the flax; when pulled, it was formed into small sheaves, about eight inches in circumference, and immediately set on an end, or stooked, and permitted to remain for two days; less will do if the weather is favourable, as in my opinion, exposing the Flax, as is usually practised, to the influence of the sun, dries the oil, renders it hasky, retards the process of bleaching, and consequently injures the fabrick; it was then carted home, and set up on its root-end in houses to which air was admissible; here it remained until the wet mornings, or days in harvest, when my otherwise unemployed reapers took off the seed with hand-beetles; it was then passed through the winnowing machine, and spread thin on a boarded floor, being frequently turned, or moved with a rake, after a few days put into larger heaps, and lastly thrown altogether, where it continued until seed-time.

I am satisfied there was more attention paid than requisite, but my wish was to do it justice. Whatever flax was cleared of the seed in the course of the day, was watered in the evening, by which means there was never too much work on hand, and a capability of managing a large quantity with little comparative expense or trouble was afforded.

I have observed that every 24lb of flax will have one bushel of seed, this much enhances the value of the crop, even in the cheapest seasons, and renders it an object of the farmer's most serious attention. As to the little cottager, he has it in his power to preserve a few quarts, by merely taking off the bolls, exposing for a short time to the sun, enclosing them in a bag, and hanging them up in some dry part of his cabin, he will thus save himself the trouble of borrowing the money for his ensuing year's seed, or purchasing it on credit, at an exorbitant interest, his flax will not be injured for home manufacture or reduced in value for the market.

On the principle of both public and private interest, I rely that my brother farmers will use every exertion to preserve the stamina of our trade, as all that is requisite to obtain this great na-